 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Molly Olsen Lesson #: 5 Facet: Empathy**

**Grade Level: 8th Numbers of Days: 3**

**Topic: Playwriting**

**PART I:**

**Objectives**

**Student will understand that** writing in a diary format is the truest form of expressing oneself, as you are not hiding anything. Through writing the diary they will be seeing most clearly how the character in their story truly feels, not simply what, or more deeply than what, is portrayed in the script. They will be able to jump far into the character's psyche.

**Student will know** how to set-up a blog, and how to use it in a way which helps them better understand their characters, and being able to express the inner thoughts of them will help them better understand, and hence write them.  
  
**Student will be able to** empathize with others lives, and compare them to their own by writing a diary entry from the viewpoint of their main character.  
  
**Product: Blog with multiple entries which appear to have been written by the main character of the scene they have written.**

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Rationale**: By having students write as though they are the character, they will get a better idea of what the character's inner voice really sounds like, and how that may effect them in their life.  
  
**Assessments**   
  
**Formative (Assessment for Learning)**  
**Section I – checking for understanding during instruction**  
On the first day of using the blogs, students will use an "exit ticket" to show that they have made their blog, and can be allowed to leave the classroom. The exit ticket will be a slip of paper with their blog's url on it.  
  
**Section II – timely feedback for products (self, peer, teacher)**  
Students will be given a checklist of what is expected to be in the blog, and after filling out the checklist and finishing the blog, the teacher will be grading based on the checklist.  
  
**Summative (Assessment of Learning):​** The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Integration**

**Technology:**   
Using "blogger.com" students will create 4 blog entries written in a diary format, from the view of the lead character of their written scene.  
  
**Content Areas:**   
Creative Writing - Creating diary entries written as though you were the main character in your story.  
  
**Groupings**   
**Section I - Graphic Organizer & Cooperative Learning used during instruction**  
- Sandwich: Students will construct a blog entry using the sandwich model  
- Thinkpad Brainstorming: Students will write down ideas on a piece of paper and read them aloud to people in their pod group.  
  
**Section II – Groups and Roles for Product**  
Students will be sitting in pods which they will use to bounce ideas off of other students regarding their blog ideas.

**Differentiated Instruction**

**MI Strategies**

- **Verbal**: Students will have to be aware of the fact that the character will write similarly to how they speak, though obviously in a more monologue-like format in the diary entry. A consistent voice here is important to properly portray the idea of a real diary where a character can turn to for comfort.  
- **Logic**: Setting up the blog will involve some prior knowledge of computers, and if they wish, they may use the html features that blogger.com offers.  
- **Visual**: Students will have the option to insert either a "drawing" done by the character, or "picture" of the character or involving the character to go along with their diary entry.  
- **Musical**: Students will be encouraged to insert lyrics from the time period into the blog entry as something the character heard, a song that reminds the character of another character, etc, and will have the option to embed the song somewhere in the entry.  
- **Interpersonal**: I will allow students to take pictures of themselves portraying someone the entry is talking about. If they wish to have others in the photograph they may ask their peers to join them in a shot.  
- **Intrapersonal**: In order to write in a diary-format, students will have to draw on their past experiences with diaries or journals. Whether it is because they kept one themselves, or simply saw it portrayed in the media, they will be using those examples as a model for their character's entries.

**Modifications/Accommodations**

**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:**  
Absent students will be asked to stay after school for an hour, during which time they will introduced to blogger, and start working on their first blog entry. They will be expected to turn in their blogs the next class day after the other students.  
  
**Extensions**  
  
**Type II technology:**  
Students will use "blogger.com" to construct a diary written from the viewpoint of the main character of the written scene students have written. Blogger is a great resource that makes it easy to complete a digital diary, as it uses a writing pad of sorts for students to write on, and has a sequential format.  
  
**Gifted Students:**  
Gifted students will be allowed to work for extra credit by transferring their blogger posts to an actual hand-made diary.  
  
**Materials, Resources and Technology**  
List all the items you need for the lesson.  
- Paper  
- Printer  
- Laptops  
- Internet Access  
- Pencils or pens  
- Scissors

**Source for Lesson Plan and Research**

List all URL and describe.  
**Graphic Organizer from**: <http://www.eduplace.com/graphicorganizer/>  
**Blog to write diary entries:** [blogger.com](http://www.blogger.com) This website provides an online journal experience where students can assume the role of their main character and create multiple entires describing their characters life.

**Cooperative Learning exercises from**: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)

**Day 1:**

- Hook: I will read Robert Frosts' "The Road Not Taken" poem, and discuss how one choice can change your life. We will discuss life-changing choices that the students have made, so seen others make. (20 minutes)  
- Introduce "blogger.com" using the projecter to show students how to set-up an account, and how to insert pictures or video / music players. End by showing what an A+ blog diary would look like. (30 minutes)  
- Allow students to personalize their blog and try to write their first blog entry. If there are any issues, allow them to ask questions of their peers or the teacher. Students will be asked to complete their first blog entry over night. (30 minutes)

**Day 2:**

- Start by asking if there any questions on how to accomplish something within blogger (15 minutes)  
- Have students begin working on their second blog post, and check on their first blog posts by walking around and viewing them. (30 minutes)  
- Have students write ideas for what they want in their next couple of blog posts and share with their pod mates. (15 minutes)  
- Students will return to working on their blog posts and will be expected to finish their second and written the diary entry (but not inserted pictures or music) for the third blog post for homework. (20)

**Day 3:**

- Have students finish their third blogs as well as their fourth and conference with the teacher to check on progress and see if there is anything they can / should change. (70 minutes)  
- Explain to students that their homework is to fix their blogs, and finish their fourth entry. They will need to e-mail a link to their blog before the next class for grading. (10 minutes)  
  
**Content Notes**   
-Students will understand that writing in a diary format is the truest form of expressing oneself, as you are not hiding anything. Through writing the diary they will be seeing most clearly how the character in their story truly feels, not simply what, or more deeply than what, is portrayed in the script. They will be able to jump far into the character's psyche.  
- Because this unit is largely based around narratives and empathy, I want students to get in the heads of their characters as much as possible so that they can write their character most deeply.  
- Show students how to use blogger by projecting example onto board.  
**Where, Why, What, Hook Tailor**: Intrapersonal, visual, verbal.  
  
Student will know how to set-up a blog, and how to use it in a way which helps them better understand their characters, and being able to express the inner thoughts of them will help them better understand, and hence write them. (See content notes)   
**Sandwich**: Students will insert details that they want in their first blog as well as a beginning and ending, using the sandwich graphic organizer. **Thinkpad Brainstorming**: Students will quickly jot down their ideas for what they want in a couple of their blogs, and then they will share these ideas with their pod-mates.  
**Equip, Explore, Rethink, Tailors**: Logical, Intrapersonal, Visual, Verbal.  
  
Students will be creating a digital diary and creating four entries written from the perspective of the main character of their written scene. This will challenge students as the character is set-up to be different from themselves. The diary will chronicle as little or as much time as they want, but should be set before the scene they have written takes place. They can include music, pictures, or video to make the blog entry more personal.  
**Equip, Explore, Rethink, Tailors**: Intrapersonal, logical, verbal, musical, visual.

I will be reviewing the student’s rubrics that I gave them at the beginning of the lesson, and giving them a grade based on that. If they have a question about the grade, they can speak to me respectfully and discuss it, and in this process I would receive an impromptu student self-accessment.  
**Evaluate, Tailors**: Logical, visual, musical, intrapersonal, and verbal.  
  
**Handouts**  
List the items that need to be printed out for the lesson.  
- Syllabus  
- Rubrics

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

**Clipboard:** The graphic organizer, thinkpad time and sequential format of the blogs will be helpful to students who need more structure.  
  
**Microscope:** Students will be using a form of writing that is incredibly specific to one character, as it only applies to one person's views. To accomplish this goal of creating a diary entry for a character, students will need to deeply view who they believe their characters to be, and how this could be portrayed.  
  
**Puppy:** Students will have plenty of time to ask the teacher questions if they are struggling with the blog, and so they should feel comfortable working with the website.  
  
**Beach Ball:** Students will have the option to put musical and visual elements in their blogs, as well as to customize and get creative with their layouts.  
  
**Rationale:** Offering help makes everyone feel more comfortable, allowing students to be creative allows them to access a different part of their thinking, and the lesson generally makes as students feel safe and interested in one way or another.  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
  
**Formative:** The students will be creating digital diaries from the perspective of their lead character in their written scene using blogger.com.  
  
**Summative:** A written play version of a scene from a fairy tale will be written and then filmed using iMovie and presented as a video.  
  
**Rationale:** A diary is an incredibly personal item, and the writing you do in it is often some of the most honest you will ever participate in. What's the point in lying to a diary? So by allowing students to write a diary from the perspective of their main character, they are better understanding what is true to that person. The reason this may be appropriately difficult is because students are asked to make the characters different from themselves, which means they must be able to access empathy and understanding of others lives.

**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Content Knowledge:** Playwriting  
  
  
**MLR or CCSS: Content Area:** English

* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Facet:** Empathy

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:** Verbal, logical, visual, musical, interpersonal, intrapersonal.  
  
**Type II Technology:** iMovie, video-making program.  
  
**Rationale:** Studentswill be able to use the video-making program iMovie to convey their messages, and ideas through a visual medium that also incorporates aural elements. This kind of presentation has the ability to reach more people than a presentation that is strictly visual or aural, or does not feature moving images.  
  
  
**NETS STANDARDS FOR TEACHERS**  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness  
  
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources  
  
c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes  
  
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments  
  
**Rationale: b.)** The issue of a lack of empathy in this day and age is probably connected to most of the fights and problems in this world. It's only once we understand each other that we can move forward in life. By having the students step into the skin of a character different from them, they will see more what it feels like to be that way. Writing diary entries as a character really gets into the most inner thoughts and feelings of someone else.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity  
  
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress  
  
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources  
  
d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching  
  
**Rationale: a.)** Students will be able to creatively mold their blogs with music, images, and layouts. The things they use to change their blogs and make them more fun in general will encourage different forms of understanding of their characters, revealing new layers they may not have explored previously.